



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

800 West Northern Avenue, Coolidge, AZ 85228

Coolidge Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

#### School Improvement Status <sup>(b)</sup>

2005-06	SI Year 2
2004-05	SI Year 1
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Tim Hamilton  
 Schedule : 07:28 AM to 05:00 PM  
 Grades : 9-12  
 Web Address : www.cusd.k12.az.us  
 Phone Number : (520) 723-2300  
 Fax Number : (520) 723-2306  
 E-mail : thamilton@cusd.k12.az.us

### Mission

It is the mission of Coolidge High School to provide a safe, nurturing environment which insures that all students attain the maximum achievement academically, socially, culturally, physically, ethically, and emotionally. Students will acquire a solid academic foundation essential for achieving individual success and making contributions to continually improve our society.

### School / Academic Goals

- ü Percent of students in every subgroup who meet or exceed the reading standards on AIMS will increase by 8%.
- ü Percent of students in every subgroup who meet or exceed the writing standards on AIMS will increase by 8%.
- ü Percent of students in every subgroup who meet or exceed the math standards on AIMS will increase by 8%.
- ü The percent of all students reading and writing at grade level will increase by 20% from the beginning to the end of this school year.

### Enrollment

October 1, 2005 School Year Student Enrollment : 793  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

## Instructional Programs

- ü School-to-Work
- ü Honors Classes
- ü On-site Special Education
- ü Advanced Placement
- ü Career Technology Education
- ü 21st Century
- ü Tutoring and Remediation
- ü Marine Corps ROTC

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

As a North Central Association Outcomes Accreditation school, it is our responsibility to provide a safe environment which enables all students to reach their learning potential. We maintain high standards for academics, discipline and attendance.

### Parents

Parents should take pride in their students' education and ensure that they are prepared for and attending school daily. Parents should encourage their students to accept the responsibility to attain the highest academic achievement.

## Transportation Policy

Students are transported to CHS in school-approved and maintained vehicles. Students who live outside of a one and one-half mile radius are eligible for district-provided transportation. Transportation is also provided for afterschool activities.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü North Central Association Outcomes Accreditation	2003
ü State winning field cropCDE team	2005
ü Competed in state playoffs in six major sports	2005
ü State recognition for Culinary Arts excellence	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	206	71130	89	98	95	684	681	701	40	44	23	15	15	13	35	33	51	9	8	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	89	35465	90	100	96	682	680	702	38	40	21	18	18	13	44	40	53	1	1	13
Male	106	117	35648	88	97	94	686	682	701	42	46	24	13	13	12	29	27	50	15	14	14
African American	15	22	3868	94	100	95	669	666	686	60	64	33	13	14	17	27	23	45	NA	NA	6
Hispanic	66	75	25103	88	100	95	678	674	685	50	55	34	14	13	16	27	24	45	9	8	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	28	29	4241	78	81	90	678	678	679	39	38	39	18	17	19	39	41	39	4	3	3
White	76	79	36075	93	96	95	693	692	715	29	30	12	16	16	9	43	42	58	12	11	21
Students with Disabilities	20	21	5862	57	60	71	636	636	658	95	95	63	5	5	15	NA	NA	20	NA	NA	2
Students without Disabilities	166	185	65268	95	100	98	690	686	705	34	38	19	16	16	12	40	37	54	10	9	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	85	86	22957	86	87	93	678	677	685	45	45	34	18	17	17	31	30	44	7	7	5
Non-Economically Disadvantaged	101	120	48173	91	100	96	689	684	709	37	43	17	13	13	11	40	35	55	11	9	18

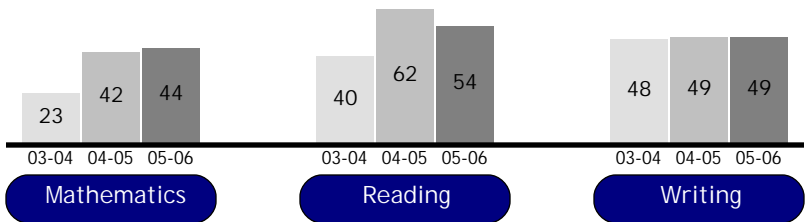
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	228	73018	94	100	97	683	680	703	9	10	6	37	39	23	49	46	64	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	94	104	36181	98	100	97	683	681	708	6	8	4	39	39	21	52	51	65	2	2	9
Male	114	123	36816	91	98	96	683	680	699	11	12	7	35	38	24	46	43	62	7	7	7
African American	17	23	3976	94	100	96	664	664	689	6	4	8	53	61	29	41	35	59	NA	NA	3
Hispanic	75	80	25801	95	100	96	674	670	683	12	15	10	40	40	34	47	44	53	1	1	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	34	36	4389	87	92	93	663	662	675	15	17	9	59	56	42	26	28	47	NA	NA	1
White	81	88	37024	96	100	97	704	701	721	5	5	2	22	26	12	62	59	73	11	10	13
Students with Disabilities	30	32	7170	86	91	85	643	643	654	30	28	23	57	59	47	13	13	29	NA	NA	1
Students without Disabilities	178	196	65848	96	100	98	690	686	708	6	7	4	34	36	20	55	52	67	6	5	9
Limited English Proficient Students	11	11	5099	100	100	95	651	651	641	9	9	29	73	73	59	18	18	12	NA	NA	0
Migrant Students	NC	NC	817	NC	NC	96	NC	NC	667	NC	NC	15	NC	NC	44	NC	NC	39	NC	NC	1
Economically Disadvantaged	101	102	23912	96	97	94	676	676	681	12	12	10	41	40	36	44	44	52	4	4	2
Non-Economically Disadvantaged	107	126	49106	92	100	98	690	684	714	7	9	4	34	38	16	54	48	69	6	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	226	72810	94	100	96	665	665	685	12	12	6	40	42	30	47	45	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	92	101	36111	96	100	97	678	677	695	5	5	4	36	38	23	58	56	65	1	1	8
Male	116	124	36678	93	99	95	656	655	674	16	16	9	43	45	36	38	36	52	3	2	3
African American	17	23	3962	94	100	96	655	657	675	12	13	8	41	43	33	47	43	55	NA	NA	3
Hispanic	77	81	25735	97	100	96	652	651	669	19	19	10	42	44	41	38	36	48	1	1	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	34	37	4370	87	95	92	669	668	670	6	8	9	47	43	39	47	49	50	NA	NA	2
White	79	84	36915	94	100	97	678	677	697	6	6	3	35	38	21	54	52	67	4	4	8
Students with Disabilities	29	31	7071	83	89	84	608	610	634	45	42	24	52	55	53	3	3	21	NA	NA	1
Students without Disabilities	179	195	65739	96	100	98	674	673	689	6	7	4	38	39	27	54	52	62	2	2	6
Limited English Proficient Students	11	11	5046	100	100	94	619	619	621	45	45	31	36	36	56	18	18	12	NA	NA	0
Migrant Students	NC	NC	812	NC	NC	96	NC	NC	654	NC	NC	15	NC	NC	51	NC	NC	34	NC	NC	0
Economically Disadvantaged	98	99	23814	93	94	94	658	658	667	13	13	10	45	44	41	40	40	47	2	2	2
Non-Economically Disadvantaged	110	127	48996	95	100	97	672	670	693	10	10	4	35	39	24	53	49	64	2	2	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	28	NA	42	93	39	39	51	93	43	43	52
	Language	90	30	30	42	93	38	38	50	93	41	41	50
	Mathematics	91	44	44	63	93	37	36	50	93	39	39	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 4 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

## Council Duties

- Ü Mission development and monitoring
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Curriculum Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	50.00
Other Professional Staff	5.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	9	1	0
4 to 6 years	19	7	1	0
7 to 9 years	7	3	0	0
10 or more years	9	3	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	107
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	8%

## Resources Available at School Site

## Special Facilities

- Ü Four Computer Labs and a Library
- Ü Culinary Arts Lab
- Ü Media Studio
- Ü Distance Learning Lab

## Extracurricular Activities

- Ü National Honor Society
- Ü Academic Decathlon
- Ü Future Business Leaders of America
- Ü Book Discussion Club
- Ü VICA
- Ü Yearbook and Newspaper
- Ü Athletics
- Ü Literary Magazine

## Social Services

- Ü Family Resource Center
- Ü Free Dental Clinic
- Ü Counseling Services
- Ü Nursing Services
- Ü Prenatal/Parenting Assistance
- Ü Child Care
- Ü GED Classes

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Student competencies in math, writing and reading are analyzed each semester. Those students who fall behind in any of these areas are placed in supplemental writing, reading and math classes until their skills reach acceptable levels.
- ü 100% of the new freshmen are enrolled in basic computer literacy courses--half each semester. The checklist of competencies is on file for each student who has finished the course. In addition, students new to the district are also enrolled.
- ü Teachers are trained in and are implementing strategies for teaching reading, writing and math in content areas across the curriculum.
- ü One hour at the same time every day is devoted to sustained silent reading in all classrooms.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	77	89	88	73
Graduation Rate <sup>6</sup>	75	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Behavior Intervention Team works with the student and the parents/guardians to resolve difficulties in the early stage of a student's acting out. Individual student and family assistance is provided through the Family Resource Center as needed. We have zero tolerance for bullying, fighting, weapons and drugs.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

27

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Tim Hamilton	(520) 723-2305
Transportation Policy	Dr. William Christen	(623) 723-2042
Community Resources	Bonnie Palmer	(520) 723-4711
School Nutrition Programs	Johnny Jones	(520) 723-2083
Parent Organization		
Student Health/Nurse	Jean Sibley	(520) 723-2331

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.